



State of Washington
Legislative Budget Committee

K-12 INSERVICE EDUCATION STUDY

Report 95-1

January 19, 1995

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The Legislative Budget Committee**

Established by Chapter 44.28 RCW, the Legislative Budget Committee (LBC) provides oversight of state funded programs and activities. As a joint, bipartisan legislative committee, membership consists of eight senators and eight representatives equally divided between the two major political parties.

Under the direction of the Legislative Auditor, committee staff conduct performance audits, program evaluations, sunset reviews, and other types of policy studies. Study reports typically focus on the efficiency and effectiveness of agency operations, impact of state programs, and compliance with legislative intent. As appropriate, recommendations to correct identified problem areas are included.

Reporting directly to the legislature, the LBC generally meets on a monthly basis during the interim between legislative sessions.



State of Washington
Legislative Budget Committee

506 16th Ave. S.E., PO Box 40910, Olympia, WA 98501-2323
Phone: (360) 786-5171

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K-12 INSERVICE EDUCATION STUDY

Summary

This study responds to legislative questions regarding teacher compensation and how teachers can increase their pay by earning additional degrees and credits.¹ This study was required by the 1994 Supplemental Budget, ESSB 6244, Section 104 (3) (c).

Overall we found that the state allocation system, which was designed as a budget tool for the state to distribute money to local districts for teachers' salaries, has in effect become a compensation system at the local level. As a compensation system, there may be legislative concerns regarding the minimal standards in existence for training and the little accountability in the system.

We also concluded the following as a result of research on specific questions:

- Research on whether more training improves teacher performance is inconclusive.
- As a budget tool, the current method has few controls and is difficult to predict.
- Teachers' response to recent legislation on teacher training increased state costs by \$18 million annually, but the response may not have been in the direction intended by the legislature.

¹When the general term "teacher" is used in this report, we are referring to certificated instructional staff which includes classroom teachers and educational staff associates, e.g., librarians, counselors.

Overview

THE COMPENSATION SYSTEM IN WASHINGTON

Experience, education drive pay

Washington State uses teachers' educational level and experience to determine how much it will provide districts to pay teacher salaries. The use of these two factors is the predominant way in which teachers are compensated throughout the country. However we found that research on whatever additional education results in improved teacher performance is inconclusive.

The state allocation schedule is used to distribute over \$1.5 billion each year to local districts for teacher salaries. The placement of teachers on the schedule according to their years of teaching experience and level of education determine the amount the state provides local districts for teacher salaries. Since state costs are partially driven by the aggregate effect of individual teacher decisions to gain education, the current method has few controls on the pace of budget growth and is difficult to predict

Even though the state allocation schedule was designed for budget purposes, we found that the table operates, in effect, as a state salary schedule. Ninety-one percent of local districts who responded to our survey either use the exact allocation schedule or a slightly modified version as their salary schedule.

RECENT TRENDS AND COSTS

Rate of training increased

Besides earning salary increments for experience, teachers can advance on the salary table by earning advanced degrees (master's track) or by taking general courses without obtaining a degree (non master's track). We found that legislative policy changes in the late 1980s, taken together, sought to encourage teachers to earn master's degrees. However, during the first few years after the policy changes, we found that most of the training reported was outside of graduate degree programs. The fiscal impact to the state of the additional training during this period is estimated to be \$18 million annually since 1992.

Prior to 1992, the non masters track for teachers had the potential to pay better than the master's track. This may have acted as an incentive for teachers to choose the non master's track. However, since 1992, having a masters degree or Ph.D. pays more than the non degree track. Therefore, the long-term effect may be that teachers choose to obtain advanced degrees.

ELIGIBILITY OF COURSES

There are two kinds of credits that teachers may acquire, academic credits and inservice credits. We found that academic credits (those taken at regionally accredited postsecondary institutions) accounted for 96 percent of all credits claimed by teachers (outside of degrees) as of school year 1992-93. Inservice courses are offered by entities that must be approved by the State Board of Education.

The state rules regarding what academic or inservice credits are eligible for teachers to report can be characterized as open-ended. Once a provider is approved, almost any course that provider offers can be applied by a teacher towards a salary advancement. In the case of academic credits, providers must be regionally accredited institutions. As for inservice credits, providers must be approved by the Office of the Superintendent of Public Instruction. We found that this method of approving the inservice provider rather than the course is unusual when compared to other states.

The state's apparent policy not to restrict or encourage certain types of training is carried down to the local level. Most districts are using the state rules regarding eligibility for credits and degrees to determine what they accept for their own local salary schedules.

QUALITY OR RELEVANCY OF COURSES

Although there are no state requirements or incentives to take training in any particular area, we found that 40 percent of the credits (either academic or inservice) earned by teachers since their bachelors degree were taken in education. The remainder of the credits were taken in a variety of subject areas, no one area accounting for a major share of the remaining 60 percent.

We did not assess the value or quality of different courses as part of this study. We did, however, observe course titles that seemed "questionable" as to their relevance to the improvement of teaching, yet these titles were infrequent. Without additional information to explain the content and rigors of the course, we have no way of knowing what was actually taught and no criteria for judging its relevance.

Most
courses
eligible...

...since
standards
minimal

Education
courses are
the most
common

POLICY CONSIDERATIONS

We found that while the state allocation schedule was designed as a tool for the state to distribute money to local districts, it has evolved essentially into a teacher compensation system for local districts.

Use of allocation schedule evolved

However there is no explicit state policy on what type of training is desirable and there is little accountability inherent in the system at any level. This may or may not be of concern to the legislature. In Chapter 3 we suggest that the need for any action is dependent on whether the legislature is content with the evolution of the schedule into a compensation system, and whether it believes the system is compatible with education reform efforts. Examples are given of policy options that could be considered if the legislature wants to change the intent.

AGENCY RESPONSE

The Office of the Superintendent of Public Instruction indicates general concurrence with the report's policy considerations. The text of the response is included as Appendix 2.

ACKNOWLEDGMENTS

This report was prepared by Beth Keating, Lyle Davieau, Bert Hoff, and Lisa Robinson of the LBC staff and Theo Yu, project consultant. Ron Perry served as supervisor. We appreciate the assistance provided by staff of the Legislative Evaluation and Accountability Program, the Office of the Superintendent of Public Instruction, the Office of Financial Management, and legislative committee staff.

Cheryle A. Broom
Legislative Auditor

On January 19, 1995, this report was approved by the Legislative Budget Committee and its distribution authorized.

Representative Jean Silver
Chair

THE COMPENSATION SYSTEM IN WASHINGTON

Chapter One

Compensation for Washington teachers¹ is linked to their amount of experience and education. The purpose of this study was to answer an array of questions about the latter factor, i.e., degrees and credits reported by teachers for salary advancement.²

Overview

This report provides answers in Chapters 1 and 2 to the questions that we were asked to research. Chapter 3 reflects on the system as a whole, given what we have learned in the course of the study, and identifies areas where the legislature might want to pursue policy changes dependent upon the state's goals.

The questions that we researched for this study focus on the following:

- The basis for Washington's teacher compensation system.
- Trends and costs of teachers accruing post-baccalaureate credits.
- The extent to which laws and policies influence what type of training is taken by teachers and/or the quality of the training.
- The nature and types of courses being taken by teachers and offered by providers.

In order to gather information in all of these areas, our analysis included the following: 1) a literature search and interviews to determine what types of compensation systems are used and if a relationship has been documented between more teacher training and improved classroom performance; 2) a trend analysis of teacher

¹When the general term "teacher" is used in this report, we are referring to certificated instructional staff which includes classroom teachers and educational staff associates, i.e., librarians, counselors.

²This study was required by the 1994 supplemental budget, ESSB 6244, section 104 (3) (c).

movement on the state allocation schedule;³ 3) a survey of all local districts as to some of their policies and costs regarding teacher training; 4) a review of state rules regarding eligible credits; and 5) a review of teacher transcripts and lists of course offerings to see what has been taken.

What is the Basis for Teacher Compensation in This State?

Experience,
education
drive pay

Teachers in Washington State are primarily compensated on the basis of how much experience they have in teaching and how much education they have received. Those teachers with more years of experience or more educational credits usually earn more than their counterparts with less experience or less education. Our review of literature on teacher compensation and interviews with national education associations confirm that this use of education and experience to determine teachers salaries is the predominant method throughout the country. (Although other jurisdictions may weight education and experience factors differently.)

Is There a Connection Between Education and Performance?

Link is
inconclusive

Compensating teachers on the basis of educational attainment comes from a widely held belief that post baccalaureate training makes teachers more effective.⁴ Since this study focuses on credits and degrees earned by teachers for compensation, we conducted a literature review to determine whether any research has established a link between additional teacher education and improved teacher performance. Our overall finding is that existing research on these topics is inconclusive.

We looked at the question a number of ways and found the following:

³Throughout the report we will use the term state allocation schedule to refer to the "state-wide salary allocation schedule" also known as the state staff mix table.

⁴There are other benefits often attributed to systems based on experience and education, e.g., the factors are easily understood, provides for a "career ladder," allows for continuity when teachers change districts, and can be quantified.

- We found no studies on the relationship between a teacher's *general* educational level and the performance of the teacher or the students in their classroom.
- The empirical research available on the relationship between teachers with *advanced degrees* (primarily master's degrees) and performance is contradictory. Studies on this question have drawn both conclusions: 1) that students with teachers who hold master's degrees show better performance than do other students, and 2) that students with teachers who hold master's degrees show no difference or even do worse than other students.
- A number of studies on the value of specific training programs show that some have been found to be "effective." However, "effectiveness" is only measured soon after the training session or consists largely of teacher impressions. These studies did not measure whether skills are retained over time, and the research used subjective measures of performance.
- Research we reviewed on teachers viewed as effective concluded that educational level is not a key factor in their backgrounds.
- And finally, we located two studies on what teachers find important for developing their skills, and they disagreed on the value of post baccalaureate training.

How Does the Teacher Compensation System Work?

Washington State uses a matrix which we refer to as the state allocation schedule⁵ to distribute dollars to school districts for teacher salaries. The rows on the matrix represent years of teaching experience, and the columns represent different educational levels. The cells on the matrix identify the staff mix factor associated with every combination of experience and education.⁶

WA uses a matrix

⁵This schedule was developed by the Legislative Evaluation and Accountability Program (LEAP) in 1979.

⁶The state allocation schedule has two forms. One contains staff mix factors. The other contains the actual dollar amounts that are multiples of the staff mix factors.

A teacher's placement on the state allocation table is determined by a combination of their years of teaching experience, up to 15, and their education level. Educational placement is fixed according to the highest degree a teacher receives, plus additional credits earned since their first bachelor's degree. For example, on the following staff mix table, a teacher with a bachelor of arts degree and twenty-one additional credits would fall into the B.A.+15 column until that teacher earns at least nine more credits and can move into the B.A.+30 column.

The state's share of a teacher's salary is determined by multiplying the staff mix factor by the base salary. For example, a teacher with a bachelor of arts and 0 years of experience would be placed at the base salary level, \$21,425 in SY1994-1995 ($\$21,425 \times 1.00$) (SY/school year). A teacher with a bachelor's degree and fifteen credits (B.A.+15) and 1 year of experience would have a base salary almost 6 percent higher or just over \$22,700 ($\$21,425 \times 1.06$). See Appendix 3 for the 1994-1995 version of the state allocation table that displays the dollar amounts.

Exhibit 1

STATE ALLOCATION SCHEDULE

Experience	Educational Level						MA+ 90		
	BA	BA+15	BA+30	BA+45	BA+60	BA+135	MA	MA+45	or PHD
0	1.00	1.03	1.06	1.08	1.17	1.23	1.20	1.29	1.35
1	1.03	1.06	1.09	1.12	1.21	1.27	1.24	1.33	1.39
2	1.07	1.09	1.12	1.16	1.25	1.31	1.27	1.37	1.43
3	1.10	1.13	1.16	1.20	1.29	1.36	1.31	1.41	1.47
4	1.14	1.17	1.20	1.24	1.33	1.40	1.35	1.45	1.52
5	1.17	1.21	1.24	1.28	1.38	1.46	1.39	1.49	1.56
6	1.21	1.25	1.28	1.32	1.42	1.49	1.44	1.54	1.61
7	1.25	1.29	1.32	1.37	1.47	1.54	1.48	1.59	1.66
8	1.29	1.33	1.36	1.41	1.52	1.59	1.53	1.63	1.71
9	1.29	1.37	1.41	1.46	1.57	1.64	1.58	1.68	1.76
10	1.29	1.37	1.45	1.51	1.62	1.70	1.62	1.73	1.81
11	1.29	1.37	1.45	1.56	1.67	1.75	1.68	1.79	1.87
12	1.29	1.37	1.45	1.61	1.73	1.81	1.73	1.84	1.93
13	1.29	1.37	1.45	1.61	1.78	1.87	1.78	1.90	1.98
14	1.29	1.37	1.45	1.61	1.84	1.93	1.84	1.96	2.04
15	1.29	1.37	1.45	1.61	1.89	1.98	1.89	2.01	2.10

Note: The numbers above have been rounded off, the figures extend to five decimal places.

Note: The B.A.+135 column was closed to new entrants as of January 1992. With a few exceptions, teachers can no longer move into that column.

School districts report each teacher's "staff mix factor" to the Office of the Superintendent of Public Instruction (OSPI).⁷ OSPI then uses the district's average staff mix factor as a salary component in the complex formula that calculates the amount of funding given each district.

While the salary for each teacher is determined by local policy, few local districts have unique salary schedules. We conducted a survey of local school districts (LSDs) and identified that at least 91 percent of districts (which employ roughly 70 percent of all teachers) use the state allocation table or a slightly modified version as a local salary schedule.⁸ Therefore what the legislature set as the compensation rate for purposes of allocating salary funds to local districts is, in effect, the salary schedule for the majority of teachers. (Local districts, however, may pay teachers more by awarding supplemental contracts.)

**Most
districts use
state
schedule**

What Costs are Associated with the State Allocation Schedule and its Factors?

The exhibit below shows the number of teachers and the total funds driven by their placements on the state allocation table over a five year period.

Exhibit 2

Number of Staff and State Obligation for Teacher Salary Costs as Calculated Using State Allocation Schedule

	Teachers (FTEs)	Salary Dollars
SY1988-1989	43,003	\$1.3 billion
SY1989-1990	44,754	\$1.4 billion
SY1990-1991	46,547	\$1.6 billion
SY1991-1992	47,762	\$1.7 billion
SY1992-1993	49,365	\$1.8 billion
Increase Over 5 Years	15%	38%

⁷In 1981 and again in 1992, with the assistance of OSPI, LBC audited the accuracy of the staff mix factors districts report to SPI. Both studies found that roughly 25 percent of all teacher records contained erroneous staff mix factors resulting in \$8 to \$9.4 million in state overpayments to districts.

⁸Our survey was sent to all local districts and had a response rate of 92 percent. For information on costs incurred by local districts associated with teacher training, see Appendix 4, LBC Local Districts Survey on Earned Credits, June 1994.

Reasons for the 38 percent growth in the state's share of salary costs (besides the 15 percent increase in staff) include: cost of living adjustments; legislative policy decisions which changed some rules for figuring a teacher's experience and education; and legislation that had the effect of encouraging teachers to take training.

We obtained data from the Legislative Evaluation and Accountability Program showing all teachers' advancement on the state salary schedule between SY1987-1988 and SY1992-1993. The data shows the number of teachers advancing each year, the average staff mix increase, and the average salary increase, broken out by education and experience.

New costs split between factors

As the exhibit below shows, the gain in experience is more consistent from year to year than the educational growth. The fiscal impact, however, to the state for its share of salary increases as a result of teachers reporting additional education is roughly equal to the fiscal impact of experience gains over the five year period.

Exhibit 3

State Share of Increases in Salary Costs Due to New Experience and Education Reported by Teachers

	Estimated Cost of New	
	Experience	Education
SY1988-1989	\$15,261,093	\$11,538,648
SY1989-1990	\$16,360,998	\$12,511,400
SY1990-1991	\$18,222,386	\$23,572,759
SY1991-1992	\$20,168,129	\$21,549,467
SY1992-1993	\$20,892,001	\$12,434,159
Total	\$90,904,607	\$81,606,434

Education increments 2.5 times higher

Even though the fiscal impact is similar, 50 percent⁹ of teachers gained experience between SY1988-1989 and SY1992-1993 as compared to 17 percent who advanced a column on the salary table due to more education. The cost is similar due to the fact that the individual increments teachers receive for education average 2.5 times higher than for experience. The average increment for

⁹Only 50 percent of teachers earned additional experience since half of all teachers have already reached the maximum number of years that are recognized by the state for salary purposes, i.e., 15.

education over the five year period was \$2,109 as compared to \$821 for the average gain in experience.¹⁰

RECENT TRENDS IN TEACHERS ADVANCING DUE TO GAINING CREDITS OR DEGREES

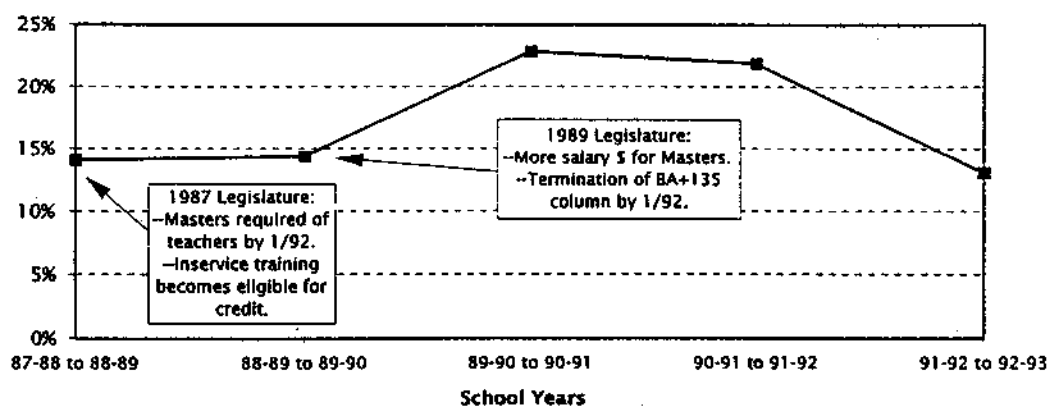
As shown in the following exhibit, the rate at which teachers advanced on the state allocation schedule by reporting more education increased significantly and then dropped back down.

We estimated the cost of the faster growth rate for SY1990-1991 and SY1991-1992 (as opposed to the rates in the other years shown), to be \$9 million for each of the two higher years, thereby increasing the state's annual share of salary costs by roughly \$18 million beginning SY1991-1992.¹¹

State costs
increased
by \$18
million

Exhibit 4

Percent of Certificated Staff Who Moved on the Staff Mix Table
Due to Earned Credits or Degrees, SY1987-88 to SY1992-93



We found that this sudden jump in the rate of teachers advancing on the state allocation schedule due to reporting credits occurred

¹⁰These categories are not mutually exclusive; a teacher can advance in one year due to both a gain in experience and in education. In such an instance, a teacher would receive both increments.

¹¹There is, of course, no way of knowing if those teachers that received additional training during those years would not have done so eventually, thereby increasing the staff mix by \$18 million, but over a longer period of time.

right after legislative policy changes related to teacher training. However, the direction many teachers took may not have been the one the legislature intended, as explained below.

The columns on the state allocation schedule (which appears on page 4 of the report) are not organized such that progression from left (B.A.+0) to right (M.A.+90/Ph.D.) always earns a teacher more money. Instead there are essentially two tracks available to teachers to increase their pay: 1) earn a masters or higher degree and move into the far right columns for M.A.s and Ph.D.s, or 2) take additional credits without seeking an advanced degree, at which point the B.A.+90 or B.A.+135 column is the end of the salary track.

Legislature encouraged masters

We found that legislative actions during the late 1980's, taken as a whole, appeared to provide incentives and requirements for teachers to earn master's degrees and discouraged teachers from choosing the non master's track.

The timeline below outlines some of the key actions.

Exhibit 5

Key Legislative Actions Related to the Educational Factor on the Staff Mix Table

1987 Legislature

- Required that teachers obtain a master's degree by January 1992. (This requirement was later decodified by the 1990 Legislature, i.e., in effect repealed.)
- Allowed inservice credits or clock hours earned (by taking courses from approved providers after August 1987) to be counted towards a teacher's staff mix factor. (This course work is generally referred to as "inservice training.")

1989 Legislature

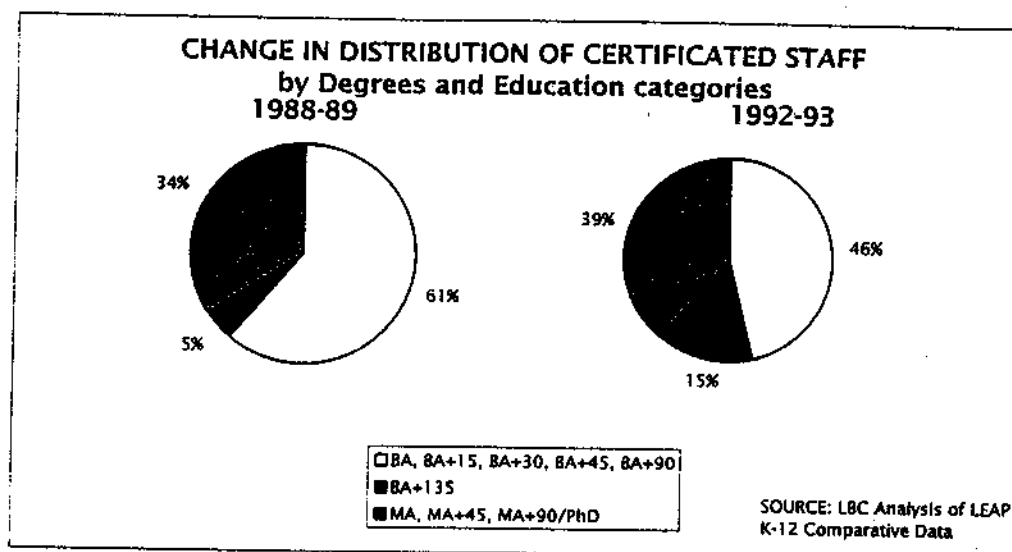
- Increased the amount the state provides districts for certificated staff with a master's degree or with a bachelors and at least 135 additional credits.
- Recognized a master's degree as being equivalent to 45 credits, and allowed teachers to claim any master's credits earned over 45 as additional credits. (This is known as the "master's fix." So, for example, teachers who enrolled in a master's degree program requiring 60 credits would gain a degree plus 15 credits (60-45)).
- Closed the B.A.+135 credits column to new entrants effective January 1992. This meant that the B.A.+90 column would be the furthest that one could progress on a non master's track.

We found that the additional growth, however, did not occur solely in the direction intended by the legislature. The number of teachers in the population with master's and doctorate degrees grew 5 percent by SY1992-1993. However the category that grew fastest was the end point of the non master's degree track. Ten percent of the teaching population moved into the B.A.+135 credits column that was scheduled to be closed to new entrants as of January 1992.

**Non
master's
track saw
more growth**

The following pie charts for the 1987-1988 and 1992-1993 school years illustrate the shift.

Exhibit 6



The 10 percent increase in teachers qualifying for the B.A.+135 column may have been due, in part, to the B.A.+135 column paying more than the master's degree column. However, now that the B.A.+135 column is closed, the non master's track ends at B.A.+90 credits, and that column does not pay as well as the master's track. Therefore, more teachers may choose to obtain master's degrees in the future, in part, to maximize their pay opportunities.

CONCLUSION

We found that the use of experience and education as a basis to pay teachers is the most common compensation method for teachers in the country, even though the theory that more training makes for

Districts use state schedule

a better teacher is unproven. Washington State uses these same factors to determine how much it will provide districts to pay teacher salaries. We also found that the state's allocation schedule which utilizes the factors of a teacher's years of experience and educational level, has become, in effect, the local salary schedule for teachers in most districts. Therefore changes to the matrix or its rules usually have a direct effect at the local level.

We also found that teachers movement on the state allocation schedule due to earning credits is not easily predicted. After the legislature made policy changes related to teacher education, the rate at which teachers obtained training increased over a two year period. We have estimated that the financial impact of the additional training has cost the state \$18 million annually since 1992.

In the short run, most of the training in the early 1990s was not taken within a master's degree program, but instead outside of degree programs. Now that master's degrees pay more, teachers may choose to obtain advanced degrees, and the trend towards taking non degree credits may be reversed.

COURSE CREDIT ELIGIBILITY

Chapter Two

Teachers take training for many reasons, including professional development needs, continuing education requirements, and due to pay incentives. Two categories of credits are eligible for placement on the state allocation schedule: academic credits and inservice credits. Academic credits are those earned at regionally accredited institutions which apply towards a bachelors or higher degree. Inservice credits are those earned by taking courses from a provider approved by the State Board of Education (SBE). One inservice credit is equivalent to one academic credit.¹

Academic credits account for the vast majority of reported credits. According to data provided by LEAP, academic credits accounted for 96 percent of all reported credits for school year (SY) 1992-1993.

Exhibit 7
Number of Reported Credits for K-12 Teachers,
SY1992-1993

	Total	Percent	Avg./FTE
Academic Credits	3,069,540	96%	60.0
Inservice Credits	119,290	4%	2.5
Total	3,188,830	100%	62.5

¹There is one type of inservice credit, called a clock hour, that is not equivalent. It takes ten clock hours to equal one inservice credit.

Overview

Inservice
accounts for
4 percent of
credits

The rest of this chapter describes the two different types of credits, inservice and academic. We will outline the rules that exist regarding how the credits are accepted by the state for the purposes of calculating a teacher's staff mix factor. We will also summarize the type of training that teachers are taking by subject.

ACADEMIC CREDITS

What are the Expectations for Academic Credits?

The concept behind the state rules allowing academic credits is relatively simple.² Any course that is offered by a regionally accredited college or university that is applicable to a degree is acceptable.

**Providers
must be
accredited**

Regionally accredited institutions actually have several roles in offering classes for teachers that will move them up on the state allocation schedule. Many of these institutions offer both degree courses and inservice training. Typically, the latter are "extension" or "continuing education" courses. Fees for continuing inservice credits are often lower than those for academic credits.

We contacted the University of Washington, Seattle Pacific University, the Higher Education Coordinating Board (HECB), and Northwest Association of Schools and Colleges (the regional accreditation agency) in order to determine the following:

- The basis for awarding credits.
- Requirements of students who take courses for academic vs. inservice credit.

We found that academic credits are based on the number of "contact hours," or hours the student is in class. One credit is awarded for every ten hours of class time. For example, a class meeting twice per week for ten weeks is worth two academic credits. In addition to class time, homework is generally required

²The rules determining eligibility (WAC 392.121), however, are complex. The 1990 LBC study of staff mix accuracy noted that the rules require much time and expertise on the part of local districts who tally teachers' credits and report them to the state.

and some method of student evaluation is performed. Inservice credits are awarded for every eight to ten hours of class time, but generally no homework is required and no evaluation of student learning is performed.

Occasionally students may opt to obtain academic rather than inservice credit for certain courses. We found in these instances it is up to the instructor to determine what homework and evaluation requirements must be met in order for a teacher to earn academic credit (neither is required for inservice or "clock hours"). Also, the HECB, the accreditation service, and the institutions do not conduct audits of the standards used by instructors to award academic vs. inservice credits, or the consistency of courses between institutions.

In summary, we found that the degree of quality or rigor in a course is largely at the discretion of the institutions and instructors. The state relies on a general approval of the provider, i.e., that they are regionally accredited, and does not specify standards for content, rigor, or relevancy to teaching.

What Type of Courses are Being Taken for Academic Credit?

We randomly selected teachers throughout the state and reviewed all academic credits reported by them. We listed each course title and course number, then classified credits earned by subject area.³ We found that 40 percent of the credits earned by teachers since their bachelors have been in education. The remaining 60 percent have been taken in a wide variety of subjects.

The exhibit on the following page shows the various subject categories and the percentage of credits that have been earned in each area by Washington teachers since their first bachelor's degree.

**Instructors
have much
discretion**

**Education
courses
comprise 40
percent**

³Appendix 6 provides a list of randomly selected academic courses.

Exhibit 8**Academic Credits Reported by
Washington Teachers by Subject Area**

Subject Area	Percent of Credit Hours
Education	40.7%
Social Studies	9.8%
Language Arts	9.2%
Science	6.8%
Special Education	6.5%
Math	4.5%
Computers	4.3%
Foreign Languages	4.1%
Art	4.0%
Physical Education	3.9%
Health	2.3%
Self-esteem, wellness	1.9%
Music	1.4%
Vocational	0.7%
TOTAL	100%

Note: For definitions of subject areas, see Appendix 5.

Source: LBC analysis of random sample of teacher transcript files using a confidence level of 90 percent plus or minus 5 percent error.

INSERVICE CREDITS**What are the Expectations for Inservice Credits?**

**Providers
must be
approved by
State Board**

Inservice programs must meet rules established by the State Board of Education in the Washington Administrative Code (WAC). Providers apply for approval status and must have either a committee or board of directors which approves the proposed training program. The rules also outline what is expected of providers, namely to: establish objectives for training and ask participants to evaluate if they were met; maintain records; report information as needed to OSPI; and provide potential students with details on their course offerings. The rules, however, do not address course content or level of difficulty except to the extent that

credit can not be given for staff meetings or business meetings, social hours, independent study, or meal times.

The following are examples of the WACs for inservice providers. Providers must:

- Specify in writing the intended outcome of the course.
- Have available all course materials to all course attendees.
- Include an agenda that specifies the topics, the names and qualifications of the instructors.
- Ask participants to evaluate the success of the course, including the extent to which the intended outcomes were achieved, the quality of the facilities, and the quality of oral presentations and written materials. (The rules, however, do not include any definition or standards for "quality.")

This system of approving inservice providers appears to be unique to Washington State according to materials we reviewed on practices in other states.⁴ Washington screens the inservice provider, and once approved, all of their courses count as inservice credits. Other states appear to approve individual courses. This is done either by the providers submitting their courses for approval or by the individual teachers submitting courses for approval. (The approving entity varies; it may be a department of the state or the local district.) We do not know, however, the extent to which inservice is recognized for compensation purposes in other states.

What is the History of the Rules Governing Inservice Providers?

Prior to 1987, inservice classes could not be counted when figuring a teacher's placement on the state allocation schedule. Teachers were, however, taking inservice courses for professional development and because inservice was part of the continuing education recertification requirement for K-12 educators. In 1987, the legislature decided to recognize inservice credits for compensation

⁴We reviewed responses to a survey of other states on continuing education practices conducted by the certification division at OSPI in 1991.

**Minimal
standards
exist**

**WA method
is unique**

State Board certification rules used

purposes. However, the formation of eligibility requirements for inservice providers occurred prior to the legislature recognizing inservice for salary advancement.

The State Board of Education was developing its continuing education policies and rules as to how an entity can become an approved inservice provider in early 1987. Their effort preceded and was independent of legislative policies concerning whether inservice should be allowed for the state allocation schedule. According to OSPI, the fact that inservice credits would later apply towards salary advancement was not known in early 1987. This history draws attention to the question of whether the legislature realized how open-ended the rules are for inservice providers.

Who Oversees Inservice Providers?

The certification division at OSPI handles applications for approval and the paperwork to renew a provider's approval status. Since they field calls regarding the inservice rules for certification purposes, they also receive calls regarding what credits are eligible to report for advancement on the state allocation schedule. However, handling inservice as it relates to a teacher's compensation, is not the division's primary function. While they have the authority to investigate complaints, only one complaint has been received since 1987, on a course titled "Organizing for Action," and the provider met the WAC requirements.

Minimal account- ability

The WACs also direct the Office of the Superintendent of Public Instruction (OSPI) to audit provider compliance with these rules on a "selective basis." If a provider is found to be in noncompliance, OSPI can revoke their "approved provider" status. In 1992, the certification division at OSPI conducted an audit to see if providers were fulfilling the rules set forth in the WACs. As a result of the audit, some providers had their approval status revoked due to the fact that they either did not keep the necessary records or they simply did not respond to the request for audit information.

The rules require the provider to compile evaluations from the participants which address the quality of the instructor, program materials, facility, and the participants' suggestions to improve the program. According to OSPI, if a provider's offerings are regularly evaluated as consisting of poor quality, and these are not corrected,

this could constitute noncompliance. However, there are no "quality" standards regarding course content, relevancy or degree of difficulty in the rules for which OSPI can hold providers accountable. In addition, we reviewed the participant evaluations collected during the 1992 audit and found that most were multiple choice surveys that did not offer much evaluative information and gave providers little feedback.

Who are Approved Inservice Providers and What Do They Offer?

Once a provider is designated as an approved provider by the state, any course they offer is eligible for credit that can be used to advance a teacher on the salary schedule.⁵

The current list of approved providers includes:

- Educational Service Districts
- Professional education associations⁶
- College or university extension or continuing education departments (which are automatically approved providers if regionally accredited)
- School districts (which are automatically approved providers)

In the course of this study, with the assistance of OSPI, we asked each provider to send us a list of courses offered in SY1992-1993, and the attendance figures for each course. According to the information we received, we found that over 5,000 courses were offered for inservice credit in the 1992-1993 school year. Appendix 7 provides a listing of some of the courses or workshops that had at least 100 people in attendance.

We also categorized the inservice courses that had over 35 people in attendance into subject areas by using the course titles. We

**Over 5,000
courses in
SY1992-93**

⁵As long as the session is not for business or social purposes, or regarding internal operations as discussed in the previous section on approval of providers.

⁶Examples include Washington Education Association, Washington Music Educators Association, and the Association of Christian Schools.

**36 percent
are
education
courses**

recognize this is not a foolproof method of categorizing course content (an in-depth study of courses was outside the resources of this study). Our categorization produced the following results:

Exhibit 9

Inservice Courses Offered During SY1992-1993*

Subject Area	Percent of Total
Education	36.3%
Unspecified Conferences	15.7%
Special Education	10.3%
Science	5.6%
Diversity	4.9%
Health	4.5%
Unspecified Inservice Days	4.4%
Language Arts	3.4%
Physical Education	3.2%
Math	3.1%
Vocational Education	1.8%
Economics	1.5%
Foreign Languages	1.4%
Computers	1.0%
Religion	1.0%
Music	0.5%
Career Planning	0.5%
Art	0.3%
TOTAL	100%

*Courses with 35 or more participants.

Note: For definition of subject areas, see Appendix 5.

Source: OSPI/LBC survey of inservice providers.

Similar to the data on academic credits, we found that the largest area of training could be classified as educational courses. This category included, for example, courses on classroom techniques and management, educational theory and administration.

QUALITY OF COURSES FOR ACADEMIC AND INSERVICE CREDIT

As discussed above, our review of courses reported for academic credit consisted of classifying course titles. For the most part, the

content information that we had on individual inservice courses was also limited to the course title. Assessing the quality or the exact content of the courses was not possible with the limited information gathered for this study. A study of course quality would be an enormous undertaking given that there were at least 5,000 inservice courses offered last year, notwithstanding all the courses offered by accredited colleges and universities that are eligible for credit.

While we are sure there are many conscientious teachers taking valuable courses, there are also well known anecdotes about teachers taking courses that many find questionable as to their relevance to improving classroom teaching. In our review of titles of courses offered, we saw some that might fall into the category of "questionable" depending on one's point of reference. However, these titles were not numerous nor could we determine if the courses were in fact "questionable" according to some relevancy standard applied only to a course title, e.g., an unusual title could have been used as a marketing tool to attract attention.

What was evident from our review of the state rules for recognizing inservice and academic credit combined with our review of course titles, is that almost any course could qualify for advancement on the state allocation schedule. For example, there are no state laws or rules that:

- Require that courses be related to education.
- Require that courses be related to current or proposed teaching assignments.
- Prohibit taking similar courses concurrently.

While there is a law against repeating courses, in reality the decision is left up to the institution. If they accept it, the state will too. We also found there are no state laws or rules that specify how many credits can be accrued each quarter or year.

For illustration purposes, the following list of course titles were taken from lists of inservice offerings or from teacher transcripts. They show the variety of subjects that are offered:

Quality not
evaluated

Few
prohibitions
on courses

Almost any
course is
eligible

Exhibit 10

Courses for Inservice Credit	Courses for Academic Credit
Bringing Science Alive	Alcohol Ed: Schools
Solutions to Classroom Discipline	Balance: Stress/Wellness
Meeting the Challenge of Diversity	Lang Arts Elementary School
Conference on Learning Disabilities	Math Their Way
1993 School Law Academy	Science in Elementary School
Update: AIDS, Hepatitis and Tuberculosis	Intro to Macintosh
Summer Language Institute	Bicycling
Performance-Based Education: Assessment & Learning	History of Flight
Desktop Publishing	Lifetime Sport Skills
Retirement Seminar	Basic Calligraphy

Most
districts
follow state
rules

Do Local Districts Control Course Selection?

In our survey of local districts, we asked whether they observe the state rules for accepting educational credits or do they apply other rules for their local schedules. We found that practically every district recognizes the same rules as does the state. Furthermore, we asked if districts require prior approval of courses before a teacher can get credit for the course. While some districts noted that they do require prior approval, further investigation showed that in most cases, they were checking to see that courses were meeting state standards not some district specific criteria.

CONCLUSION

State rules
are open-
ended

Almost all credits being reported by teachers are earned at regionally accredited colleges and universities and qualify as academic credit. The state rules regarding what training is eligible for teachers to report can be viewed as open-ended. This characterization is due to the fact that once a provider is approved, almost any course that a provider offers can be applied by a teacher towards a salary advancement. In the case of inservice, we found that this is an unusual method as compared to other states. We also found that the state's apparent policy not to restrict or encourage certain types of training is carried down to the local level. Most districts are using the state rules regarding credit eligibility to determine what they accept for their own local schedules.

Although there are no state requirements or incentives to take training in any particular area, we found that 40 percent of the credits earned by teachers since their bachelor's have been in education. This is true for both academic and inservice credits.

While we did not assess the value or quality of different courses or subject areas as part of this study, we did observe course titles that seemed "questionable" as to their relevance to teaching. However, these titles appeared infrequently. Without additional information to explain the content and rigors of the course, we have no means of evaluating what was actually taught.

POLICY CONSIDERATIONS

Chapter Three

The first two chapters of this report respond to a series of questions surrounding the education factor used in the state allocation schedule for teachers' salaries. This chapter discusses our findings that the state allocation schedule, which was originally designed as a budget tool for the state, has become essentially a compensation system for most local districts. The chapter raises the question of whether this is a legislative concern and offers an outline of the variety of options available if deemed a concern.

EVOLUTION OF THE STATE ALLOCATION SCHEDULE

The state allocation schedule discussed in Chapter 1 was developed in 1979 as a budget tool to determine the level of funding the state distributes to local districts for teacher salaries. Implicit in this table is a policy that additional education should be rewarded with higher pay.

There is, however, no explicit state policy on what type of training the state thinks should be pursued by teachers. Instead, the rules that define what training is eligible do not require that coursework be relevant to teaching assignments or to any particular goals. As is discussed in Chapter 2, under these rules almost any training program or course is acceptable for a teacher to report to the state for credit, and thereby improve their position on the salary schedule. Current rules only screen the training provider, either by requiring that they be regionally accredited or that they be approved by the State Board of Education. The "screening" seeks to ensure a

Overview

Relevancy
is not
required

minimum level of quality, but does not address relevancy to education.

There are only a few implicit policies regarding training included in the allocation schedule. For example, the schedule currently provides an incentive for teachers to pursue a post baccalaureate degree, rather than just additional credits. Since 1992, a master's degree or higher pays more than other educational placements on the schedule, thereby encouraging degree courses.

Allocation schedule evolved into a compen- sation system

Although it was designed as an allocation tool for the state, we found that this allocation schedule and the rules regarding its implementation have become a compensation system for most local school districts. As was discussed in Chapters 1 and 2, most districts use the state allocation schedule as a salary schedule, and almost all use the state eligibility rules as to what credits and degrees are acceptable for placement on the schedule. According to districts and the Office of the Superintendent of Public Instruction, this was not always the case. Prior to development of the state allocation schedule, many districts had unique compensation schedules. Many districts also had standards for teacher training which in some cases, we were told, were stricter than the state rules. Some districts still provide incentives to take certain courses by means of providing subsidies for preferred training. However, since 1980, local districts have basically been adopting the state allocation schedule and its rules as their own policy.

POTENTIAL CONCERN

Concern may or may not be warranted

The fact that the allocation tool has evolved into a compensation system may or may not be of concern to the legislature. As an open ended system, it is working. As discussed in Chapter 2, teachers are taking training in a variety of subject areas and as discussed in Chapter 1, they are moving up the salary schedule by applying these credits. There are also numerous courses from which to choose.

As a result of this study and the 1992 LBC/OSPI audit of staff mix accuracy, we did not find widespread "abuses" in the system. This is true to the extent that teachers are generally taking courses from approved providers. (If OSPI found exceptions, those credits were generally recognized as unacceptable by the district and therefore

not reported to the state.) The certification division of OSPI also found most inservice providers were in compliance during their 1992 audit.

We do not know whether or not there are significant problems with courses being "questionable" by some standard for relevancy to the classroom. As discussed in the second chapter, our information was usually limited to course titles which did not provide satisfactory information upon which to judge content. What we did find, however, was that the rules allow almost any course or training program to be reported for salary advancement.

Finally, as discussed in Chapter 1, there is no evidence that any additional training—whether involving advanced degrees or additional credits—enhances teacher performance.

POLICY OPTIONS

The main policy question, therefore, is whether the legislature is content with the evolution of the state allocation schedule into a compensation system and believes it is compatible with the directions being taken under education reform.

If the legislature finds that this open-ended compensation system is incompatible with state goals under education reform or other initiatives, then there are a variety of responses ranging from the simple and nonintrusive to those requiring fundamental change. Part of the decision is also to determine at what level, i.e., teacher, district, or state, the legislature wants to require additional accountability in the system. Many of the options below could be done at the state level or the state could direct the districts to follow through.

Examples of Options/Directions

- *Articulate a state policy as to what type of training is desired.*

A policy statement from the legislature regarding teacher training could clarify expectations and could be an initial step in providing a basis to hold teachers, districts, or providers accountable for taking, encouraging, or offering valuable

If evolution of
schedule is
incompatible...

...options are
available

training. This option could be done alone or in combination with one or more of the following options.

- *Provide more incentives for teachers to follow either district or state policy.*

Additional incentives could be included in various ways; below are some examples:

- ➔ Recognize particular types of credits, e.g., credits in certain subject areas or at the graduate level, as worth more on the matrix than other credits.
- ➔ Allow subsidies only for training that furthers district or state goals or that meets specified standards.

- *Set standards for relevancy at the state level or require that districts set standards.*

Standards can either be generic and apply to all training, or they could be specific to individual teachers. One example where the latter option is already occurring is with vocational teachers in this state who unlike other teachers are not required to have bachelor's degrees. The requirements for what training is eligible for vocational teachers are different. Only courses that are consistent with vocational teachers' professional development plans are eligible for credit, and this consistency is monitored at the local level.

- *Provide for implementation either at the state or local level.*

Depending on the direction taken, implementation might consist of someone having the power to require approval of courses or providers, or to audit for compliance at the course, provider, teacher, or district level.

- *Consider a new state allocation system or an alternative compensation system.*

A more fundamental direction would be to consider alternative systems. An allocation system that is not tied to teacher education levels or a compensation system based on performance

Actions could occur at state or local level

could address the issues raised in this chapter, but developing such sweeping options would require further study.

If considering action on the options described above, the legislature may want to take into consideration current efforts underway by the State Board of Education to establish a new certification system for teachers. The current practice of renewing certificates based (in part) on teachers acquiring credits, regardless of the subject matter, is being reconsidered. An advisory council for professional teaching standards has been charged with developing a proposal for a new certification system and must report by January 1, 1996.

SBE
reconsidering
certification
rules

SCOPE AND OBJECTIVES

Appendix 1

SCOPE

This review will provide information and analysis to policymakers on academic and inservice credits that are reported by certificated staff for purposes of advancement on the state salary schedule.

OBJECTIVES

1. Describe the nature of credits reported for placement on the staff mix table (state schedule) as of school year 1993-94.
2. Identify trends and frequency of credit accrual by certificated staff and the associated costs.
3. Assess the extent to which current state laws and state and local policies determine the nature and quality of course offerings.
4. Summarize current research on whether there is a relationship between teacher training (post-certification) and improving classroom performance.
5. Describe the extent to which educational training is a factor by which teachers are compensated in other states and whether there are policies that determine the type of training taken.

AGENCY RESPONSE

Appendix 2

- Superintendent of Public Instruction



AGENCY MEMORANDUM

JUDITH A. BILLINGS

SUPERINTENDENT OF PUBLIC INSTRUCTION

RECEIVED

JAN 11 1995

**LEGISLATIVE
BUDGET COMM**

January 9, 1995

TO: The Honorable Val Odgen, Chair
Legislative Budget Committee

FROM: Judith Billings
State Superintendent of Public Instruction

RE: Continuing Education Fiscal Study

Judith A. Billings

Per your request for comments on the LBC continuing education fiscal study I can offer you the following.

Overall, our response to the policy considerations and issues discussed is generally in concurrence. My staff has identified some very technical clarification on issues we have already shared with your staff, but none of which would materially affect the conclusions or body of the report.

I appreciate the opportunity to comment on the report and for the professional conduct of your staff. It has been a pleasure to work in such a productive and cooperative manner. If you have any questions, please contact Mike Roberts, Policy Director for Governmental Relations, at (206) 586-9056.

jh

Appendix 4

Legislative Budget Committee

Local District Survey on Earned Credits, June 1994 RESULTS

The following are the responses received to our survey of all school districts in the State of Washington. Responses were received from 272 out of 296 districts for a 92 percent response rate. Shaded areas report the results.

1. How close is your 1993-94 teachers salary schedule to the state's salary schedule?

224 Exactly the same 24 Slightly modified 26 Different schedule

2. If your district salary schedule is different from the state's, does your district plan to adopt the state schedule in the near future?

12 Yes 22 No 16 Under consideration

3. Do you currently use the same columns for degrees and credits as does the state (B.A., B.A.+15, B.A.+30, B.A. +45, B.A. + 90, B.A. + 135, M.A., M.A. +45, M.A. + 90/Ph.D.)?

222 Yes 26 No

4. Check the following that applies to your local policies.

262 Yes 7 No We use the same rules for recognizing credits as does the state (Chapter 392.121 WAC).

258 Yes 2 No We use the same rules for recognizing degrees as does the state (Chapter 392.121 WAC).

5. Does your district require prior approval of courses that could be counted towards salary advancement?

49 Yes 216 No

6. Does your district limit the amount of credits that a teacher can count towards advancement in any given year?

3 Yes 245 No

7. Does your district require teachers to provide notice if they anticipate earning credits that would advance them on the local or state salary schedule?

121 Yes 124 No

8. Does your district pay for costs associated with teacher training, e.g. course fees, travel expenses?

193 Yes 63 No

9. Does your district pay for the specific costs listed below that can be associated with training, and if so, how often in 1993-94?

- a. Training offered in-house, i.e., hosted or set up by the district

84 Yes, regularly 90 Yes, occasionally 25 Yes, rarely 11 Never

- b. Training offered by outside providers that are selected by teachers, e.g., courses at ESDs or at community colleges

64 Yes, regularly 111 Yes, occasionally 19 Yes, rarely 17 Never

- c. Travel costs for training

74 Yes, regularly 87 Yes, occasionally 28 Yes, rarely 23 No

- d. Per diem/stipend while attending training

42 Yes, regularly 61 Yes, occasionally 36 Yes, rarely 71 Never

- e. Additional time off that requires a substitute to cover the teacher's classroom

67 Yes, regularly 96 Yes, occasionally 36 Yes, rarely 14 Never

10. If you answered "yes" to questions 9a. and 9b., (namely that your district pays for in-house training or courses taken outside), does your district ever pay for costs beyond registration fees, i.e., the cost of credits?

24 Yes, regularly 24 Yes, occasionally 21 Yes, rarely 139 Never

Appendix 5

CATEGORY DEFINITIONS

The courses in the database for academic transcripts were placed in the following categories:

- **Art.** Visual and performing arts.
- **Computers.** Training on computers and computer applications.
- **Education.** Educational theory, classroom techniques, education research, and measuring results. Also includes courses in classroom management and educational administration.
- **Foreign Languages.** Acquiring foreign language skills and other related courses.
- **Health.** Health, sexuality, AIDS awareness.
- **Language Arts.** Reading, language skills, literature, and journalism.
- **Math.** Courses on mathematics.
- **Music.** Music and music theory.
- **Physical Education.** Physical education, clinics for coaches, backpacking, bicycling, hiking, and cross-country skiing.
- **Science.** Science-related courses including math-and-science courses. Includes courses in natural history, such as hiking Mount Rainier or the North Cascades.
- **Self-esteem and Wellness.** Courses on self-esteem and wellness for teachers and students.
- **Social Studies.** History, local cultural history, political science, foreign lands and cultures. Includes courses in economics, which are separately reported in the inservice providers database.
- **Special Education.** Course on gifted children, learning disabilities, and other special education topics.
- **Vocational.** Courses in vocational education and career development.

The courses in the database of **inservice providers** were placed in the following categories:

- **Art.** Visual and performing arts.
- **Career Planning.** Retirement and career planning.
- **Computers.** Training on computers and computer applications.
- **Conferences.** General conferences, which may discuss a range of topics. Specialized subject-area conferences, for example a conference for math or science teachers, are included in the relevant subject area.
- **Diversity.** Courses on diversity training and issues concerning racial and ethnic minorities.
- **Economics.** Economics and business-oriented courses.
- **Education.** Educational theory, classroom techniques, education research, and measuring results. Also includes courses in classroom management and educational administration.
- **Foreign Languages.** Acquiring foreign language skills and other related courses.
- **Health.** Health, sexuality, and AIDS awareness.
- **Inservice.** School district and Educational Service District "inservice days," where the content of the course was not indicated in the course's title.
- **Language Arts.** Reading, language skills, literature, and journalism.
- **Math.** Courses on mathematics.
- **Music.** Music and music theory.
- **Physical Education.** Physical education courses and clinics for coaches.
- **Religion.** Religion and theology.

- **Science.** Science-related courses and math-and-science courses.
- **Social Studies.** History, political science, foreign lands and cultures.
- **Special Education.** Course on gifted children, learning disabilities and other special education topics.
- **Vocational Education.** Vocational education and career development.

Appendix 6

SAMPLE OF ACADEMIC COURSES TAKEN BY TEACHERS SINCE INITIAL BACHELOR'S DEGREE

(Source: Teacher transcripts)

Course Title	# Credit Hours	BCODE
1ST YEAR GERMAN	5.0	Foreign Language
ADV ED PSYCH-LNG	2.0	Education
ADV EL TCHRS	3.0	Education
AEROBIC ROPE SKIPPING	1.0	Physical Education
AIDS TRAINING K-12	1.0	Health
ANLY DIF LFSTY/P	4.0	Education
ASM: FOR LAN	3.0	Foreign Language
ATHLETIC HELTH CARE	3.0	Physical Education
BEG WORDPRO: APPLE II	1.0	Computers
BICYCLING	1.0	Physical Education
BRAIN RESRCH: COPING	1.0	Education
BROADN CURIC	3.0	Education
CANCER AND YOUR DIET	1.0	Health
CATCH KID BEING GOOD	2.0	Education
CH INT TECH	2.5	Music
CLASSROOM MGT SKILL DEV	4.0	Education
COMPUTERS: CLSRM TOOL	2.0	Computers
CREATING HEALTHY SATISFYING RELATIONSHIPS	1.0	Self esteem, wellness
DEPTH: MULTICULTURAL EDUCATION	3.0	Education
DI/REM RD DE	5.0	Special Ed
EARLY CHILD ED	2.0	Education
ED ISSUES & LAW	2.0	Education
ED SEV RET MULT HAN	3.0	Special Ed
EDUC PSYCHOLOGY	5.0	Education
EDUCATING GIVTED & TALENTED	3.0	Special Ed
FINAL TOUCHES ON CERAMICS	1.0	Art
FIRST AID FOR EDUCATORS	2.0	Health
FRENCH AREA STUDIES	2.0	Foreign Language
GEOLOGY-MINING HISTORY-MONTE CRISTO	3.0	Science
GEOM	2.0	Math
GROUP MOTIVATION II	3.0	Education

GRP EFFECTVNS & POS IMAGE		
HIST GEOG AMERICA	3.0	Self esteem, wellness
IDEAL BODY WEIGHT	3.0	Social Studies
IMPRV ON-TASK BEHVR	3.0	Physical Education
INNOV ADV STRAT	1.0	Education
INNOVATIONS IN EDUCATION	3.0	Education
INTENSE FRENCH CONVERSATN	1.0	Education
INTERMED LOGO	2.0	Foreign Language
INTRO ANIMAL SCI	2.0	Computers
INTRO TO HYPERCARD	3.0	Science
ISSUES IN EDUCATIO	2.0	Computers
ITIP CLSRM MGMT	1.0	Education
KINESTHETIC LEARNING	1.0	Education
LEARN/ARTS	1.0	Education
LEARNING STYLE: IMPLM & APPL	1.0	Art
LNG AFFIRMING CLASSROOM	1.0	Education
MATH THEIR WAY I	2.0	Education
MATH5-8	3.0	Math
MD RD PR PRJ	1.0	Math
MED SUR ADM	4.0	Education
MEGATRENDS FOR THE 90S	4.5	Education
MOTIVATING STUDENTS	1.0	Education
MOUNTAIN WILDFLOWERS	2.0	Education
MT ST HELENS FIELD TRIP	2.0	Science
NATURAL HISTORY: THE CARBON-MOWICH A REA: RAINIER'S OTHER SID	1.0	Science
PARENT INVOLVMENT	5.0	Science
PARENTS ON YOUR SIDE	3.0	Education
PE: ALTERNATIVE PE ACTIVITIES FOR K-12	5.0	Education
PHIL OF ED	2.0	Physical Education
PLAN PROPOGATION	4.0	Education
POS CLSRM DISCIP	2.0	Science
POSITIVE IMAGE BLDG	3.0	Education
PRINC OF ACCIDENT PREV	1.0	Self esteem, wellness
PRVNTN OF SUICIDE AMONG ADOLES	3.0	Vocational
PUBLIC HLTH PROBLMS	1.0	Education
	2.0	Health

Appendix 7

INSERVICE COURSES WITH LARGEST ENROLLMENTS

1993-94 School Year

(Source: Respondents to OSPI & LBC survey of inservice providers)

Provider	Course Title	Number of Participants
Washington State School Directors' Association	WSSDA Annual Conference	1,168
Washington Association for the Education of Young Children	Diversity . . . Our Challenge: 16th Annual Conference	1138
Pacific Northwest Association of Independent Schools	All Schools' Conference	1000
Association of Washington School Principals	WASA/AWSP Joint Summer Conference	827
Washington Association of School Administrator	WASA Superintendent Component Conference	827
Tacoma School District	October Inservice - Elementary	781
Washington Science Teacher Association	Plug In	600
University of Washington School Law Division	Tenth Annual PNW Institute on Special Education & the Law	580
Washington Science Teacher Association	Bringing Science Alive!	500
Washington Education Association	Restructuring Conference	498
Washington State School Directors' Association	Technology Preconference	498
Washington Alliance Concerned with School Age Parents	Developing Our Future: From At-Risk To A Generation of Leaders	485
Washington Association of School Administrator	School Facilities Conference	483
Washington Association of Foreign Language Teachers	WAFLT Fall Conference	425
Pacific Northwest Association of Independent Schools	Inservice Day for Teachers	390
Association of Washington School Principals	ESPAW Fall Conference	377
Washington Education Association	1993 WEA Leadership Academy	368
Seattle Pacific University	Visions in Educational Technology	332
Washington Association for the Education of Young Children	Building Bridges for Children	325
Highline School District	Multicultural Celebration Conference	320
Tacoma School District	October Inservice - High School	305
Washington Science Teacher Association	H20	300
Northwest ESD 189	Solutions to Classroom Discipline	298
Spokane Public Schools	Chapter I DAP Workshop	296
Speech/Language & Learning Services	Children with Autism and Pervasive Developmental Disorder	279
Tacoma School District	October Inservice - Middle School	276
Washington State Association of School Psychologists	Working Together for Children	275
North Central ESD	WCTM's 71st Annual Meeting	267
Washington Association of School Administrator	Covey Leadership Training	255
Puget Sound ESD	Early Childhood Conference	251

Appendix 7

INSERVICE COURSES WITH LARGEST ENROLLMENTS

1993-94 School Year

(Source: Respondents to OSPI & LBC survey of inservice providers)

Provider	Course Title	Number of Participants
Spokane Public Schools	Algebra w/Calculator & Computer Enhancement	241
North Central ESD	IDEA's Conference, 1993	229
Washington State Association of School Psychologists	Meeting the Challenge of Diversity	205
North Central ESD	31st NW Mathematics Conference: Patterns for Success	201
Washington Council on Economic Education	Stock Market Game - Fall & Spring	200
Association of Christian Schools International	1992 ACSI Preschool Conference	196
Oregon ACLD	Conference on Learning Disabilities	195
Washington Association of School Administrator	Project Leadership Fall Workshop	191
University of Washington School Law Division	1993 School Law Academy	181
Comprehensive Health Education Foundation	Blueprints for Success	175
North Central ESD	WIAA 1992-93 Basketball Rules Clinic	173
Washington Association of School Administrator	WASA/AWSP Administrative Team Workshop	169
Washington Association of School Administrator	WASA/WSSDA Legislative Conference	168
Washington Vocational Association	Education Reform/School-to-Work Transition "How To" Workshop	168
Association of Washington School Principals	Administrative Team--East Side (Joint AWSP/WASA Workshop)	167
Longview School District #122	OBE Workshop	167
Association of Washington School Principals	Pre-Conference: Applying "7 Habits of Highly Effective People"	164
Archdiocese of Seattle	Theological Update for Teachers	163
Puget Sound ESD	Capitalizing on Students' Strengths	163
Association of Washington School Principals	Pre-Conference III: Challenges to Public Education	161
Bethel School District #403	Restructuring through School Based Management	161
Washington Education Association	The Association's Role in Site Based Decision Making	160
Northwest ESD 189	Meeting Broad Range/Needs - Today's Schools	158
Speech/Language & Learning Services	The Communication Lab	152
Washington Science Teacher Association	Science and You	150
Kent School District	Professional Conduct Workshop	149
Association of Washington School Principals	ESPAW Conference & Lab: Classroom Assessment-Work Sampling	147
Intercollegiate Center for Nursing Education Continuing Educ.	Update: AIDS, Hepatitis and Tuberculosis	145
The Center for Career and Work-Related Education	Educational Change for Economic and Career Success	144
Speech/Language & Learning Services	Language and Communication in Mental Retardation	143

Appendix 7

INSERVICE COURSES WITH LARGEST ENROLLMENTS

1993-94 School Year

(Source: Respondents to OSPI & LBC survey of inservice providers)

Provider	Course Title	Number of Participants
Washington Vocational Association	BSBEA Fall Conference	143
Clover Park School District	Discipline that Builds Self Discipline	140
Puget Sound ESD	WSASCD Conference '93	140
Washington Education Association	A Whole Language Teachers Conference	138
Association of Washington School Principals	Improving Your Approach to Severe Behavior Disorder Students	135
Association of Washington School Principals	Styling for Quality: Principal and Secretaries--A Vital School Link	135
Kent School District	Summer Language Institute	134
Northwest ESD 189	Staff In-Service Day	134
Puget Sound ESD	Leadership for Change	134
Comprehensive Health Education Foundation	Update on Asthma	130
Tacoma School District	Behavioral Interventions for High Risk Students	130
Washington Education Association	Total System Collaboration for Site Based Decision Making	130
Washington Science Teacher Association	Teaching Science Processes	130
ESD #113	Childhood Should be a Journey Not a Race	129
Washington Education Association	Disciplining & Teaching Special Ed Students	128
Spokane Public Schools	Writers' Workshop	127
Puget Sound ESD	'92-'93 Teacher Assist Program	126
King's Schools	Strategies for Developing Desired Student Outcomes	125
Seattle University	Multicultural Infusion	125
Kent School District	Spec Ed Workshop Day	124
Catholic Diocese of Spokane	The Christian Initiation of Children	123
Archdiocese of Seattle	Theological Update	122
Central Washington University	Individual Sports: Overview	120
Central Washington University	Team Sports: Overview	120
Comprehensive Health Education Foundation	School Nurses Making a Difference	120
Tacoma School District	At-Risk Students: Developing Responsibility & Self Esteem	119
Northwest ESD 189	In-Service Day (Port Angeles S.D.)	118
Association of Washington School Principals	Performance Based Education: Assessment & Learning	117
North Central ESD	WIAA 1992-'93 Basketball Rules Clinic	116
Speech/Language & Learning Services	Memory Demands and Disorders: A Source of Underachievement	116

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INSERVICE COURSES WITH LARGEST ENROLLMENTS

1993-94 School Year

(Source: Respondents to OSPI & LBC survey of inservice providers)

Provider	Course Title	Number of Participants
Association of Washington School Principals	Integrated Kindergarten Training--West Side	115
Bellevue School District	Orientation to the Literacy Portfolio	114
North Central ESD	Creating a Quality School	114
Washington Occupational Therapy Association	Handwriting: Practical Strategies for Assessment & Intervention	114
Washington State School Directors' Association	Local District Fund Development	114
University of Washington Extension	Workshop In Special Education: Northwest Inservice Co-Op	113
North Central ESD	WIAA 1992-'93 Basketball Rules Clinic	112
Tacoma School District	At-Risk Students: Planning Program Options	112
Washington Association of Foreign Language Teachers	WAFLT Spring Regional Conference	110
North Central ESD	Integrating the Curriculum	108
Northwest ESD 189	Essential Learnings: Focus on Student Outcomes	108
Edmonds School District #15	Multi-Age Conference	107
ESD #113	Quality Schools Conference	106
North Central ESD	AIMS - Activities that Integrate Mathematics and Science	104
Pasco School District #1	On-Level Reading/Pilot Schools	104
Highline School District	Paraprofessionals & Teachers: A Partnership	103
North Central ESD	Desktop Publishing	103
Spokane Public Schools	Writers' Workshop	103
Association of Washington School Principals	AWMLP Fall Conference	101
ESD #123	ADHD Children - Adolescents Workshop	100
King's Schools	Education Through Movement: Building the Foundation	100
King's Schools	Effective Classroom Activities for Macro Scheduling	100
King's Schools	Unit Planning & Lesson Design for the 90-Min Block	100
Lake Washington School District	Racism & Discrimination	100
Lake Washington School District	Racism Presentation	100
Mt. Adams School District #209	AIDS	100
Mt. Adams School District #209	First Aid	100
Mt. Adams School District #209	Fetal Alcohol Syndrome	100
Washington Alliance Concerned with School Age Parents	Adoption Awareness	100